

The 50-Year Facilities Plan:

A Road Map to Leaving a Legacy
for Future Generations



CASE Conference
July 2022



tinyurl.com/LPS50yearplan



Who We Are



Terry Davis
Chief Operations Officer
Littleton Public Schools
35 years of experience
tdavis@lps.k12.co.us
303.347.3425



Diane Leiker
Chief Communications Officer
Littleton Public Schools
28 years of experience
dleiker@lps.k12.co.us
303.347.3387



Diane Doney
Program Manager
Jacobs
Retired school district CFO
30 years of experience
Diane.Doney@jacobs.com
720.281.1075



Mike Lopez
LPS 2018 Bond Program
Director
Jacobs
30 years of experience
Mike.Lopez@jacobs.com
719.369.8650



We Are Excited To Be Here!

- ❖ Many districts are challenged with aging facilities and decreasing enrollment.
- ❖ How can we help each other and work together to preserve our schools and keep our students in our districts?
- ❖ Pride in ownership is better for students and good for the community.



Reading the Room

How many...

Are in declining enrollment districts?

Have schools older than 60 years old?

Have facilities that no longer meet student needs and it's time to ask voters to pass a bond election to replace them?

Have asked your community to pass a bond in the last five years but it failed?

Think you will try for a bond in the next five years?



Voter Perception of Public Education is in Decline

Magellan Strategies online survey of a sampling of Colorado registered voters in spring 2021:

- ❖ Schools were on the right track - 42%
- ❖ Schools were on the wrong track - 39%

Magellan Strategies online survey of a sampling of Colorado registered voters in spring 2022:

- ❖ Schools were on the right track - 31%
- ❖ Schools were on the wrong track - 53%



We Will Share

- ❖ Gather the right data
- ❖ Involve community members in the work
- ❖ Discover voter tax tolerance and what is most important to them
- ❖ Use effective communications and messaging
- ❖ Provide the Board of Education with what it needs to confidently ask voters to support a local bond



Goals

- ❖ Learn what works in LPS and why
- ❖ Learn from fellow experts in the room
- ❖ Take with you a specific timeline of what work to do—when and why
- ❖ Customize the LPS plan for your district and apply it successfully with the resources you have, regardless of your district size



Multi-Year Process

- ❖ Long Range Planning Committee recommended a three-phased approach to capital refresh
 - 2018 - \$298M bond with a tax rate increase
 - 2028 - \$298M+ bond (no tax rate increase)
 - 2038? - another bond to finish replacing aging facilities
- ❖ We have already started laying the groundwork for our next bond - phase 2 of our 50-year facilities plan, even though another bond election is another 5 or 6 years away.
- ❖ It takes that much time to gather the data, involve the community, and communicate effectively.
- ❖ Patience is critical.



Three Years Out

- ❖ Conduct a capital needs assessment.
- ❖ Create report with one or two pages of detail per facility that provides context. Include the physical plant, age of facilities, all infrastructure, program capacity, total capital replacement needs and costs. Include photos of needs/failures for context.
- ❖ Create a priority list of building replacement.
- ❖ Relying solely on CDE assessment runs risk of missing something critical.
- ❖ Explore a BEST grant—helps to sell a local bond if the state is kicking in.



Three Years Out

- ❖ Conduct demographic study - goes hand-in-hand with and builds upon capital needs assessment.
- ❖ Look at birth rates, new development, student growth or decline, school capacities.
- ❖ Transportation study- are your current school boundaries working for you?



Three Years Out

Work with your investment bankers or financial advisory team to :

- ❖ Review your current bond debt.
- ❖ Determine if you have any bond refundings that can be completed. This will result in lower interest rate/payment to your taxpayers.
- ❖ Determine dollar amount needed and bond costs per \$100,000 of market value and model future costs to the taxpayer.



Three Years Out: Communication Strategy

Continue to share good news, points of pride, budget realities. This is constant and critical.


- ❖ Legislative calls to action and Board conversations from the dais regarding inadequate state/federal funding
- ❖ Budget awards - - good stewards of taxpayer money
- ❖ Student achievement, staff achievement, community partnerships, points of pride.
- ❖ Tell your story. If you don't, someone else will and it won't be the story you want.



Three Years Out: Communication Strategy

- ❖ Use direct language to describe the facts and challenges. Keep focused on students and learning.
- ❖ Communicate using all the tools you have: website, social media, emails, newsletters, face-to-face presentations, Board of Education meetings (especially if live-streamed), local newspaper, etc.

**Colorado's lack of funding
for K-12 education has denied
an entire generation of students
the education they deserve.**

The background features several decorative elements: a large, semi-transparent pie chart with a teal segment on the left and a darker teal segment on the right, positioned in the upper right; several smaller, semi-transparent pie charts scattered in the upper right quadrant; and a bar chart with four vertical bars of increasing height from left to right, located in the bottom right corner.

(cuts began in 2007-08)

The LPS Dilemma...

- ★ The Negative Factor has shortchanged LPS of \$101 million in the last eight years
- ★ Programming not keeping up with what college & workforce demands and expects of our graduates
- ★ Aging facilities are beginning to fail, never met ADA requirements, no longer recoverable in instances

We need to think about school DIFFERENTLY



History of LPS Budget Cuts and Locally Passed Elections Due to Lack of State Funding

1988 - \$3 million mill levy passed to supplement the general fund

1992-1993 - \$1.7 million in cuts

1993-1994 - \$2.6 million in cuts

1994-1995 - \$1.3 million in cuts

1995 - \$44.3 million bond election passed for capital improvements only (cannot supplement the general fund)

1995-1996 - \$3 million in cuts

1997 - \$5 million mill levy passed to supplement the general fund

2001-2002 - \$3 million in cuts

2002 - \$85.4 million bond election passed for capital improvements only (cannot supplement the general fund)

2004-2005 - \$3.5 million in cuts

2004 - \$6.5 million mill levy passed to supplement the general fund

2008-2009 - \$1.5 million in cuts; \$1.5 million from reserves; \$532,000 mid-year rescission

2009-2010 - \$4 million in cuts

2010-2011 - \$7.5 million in cuts

2010 - \$12 million mill levy passed to supplement the general fund

2011-2012 - largest cuts to K-12 funding in Colorado history; mill levy funds used to backfill more than \$5 million in cuts from the state

2013 - \$80 million bond election passed for capital improvements only (cannot supplement the general fund)

2018 - \$298 million bond election passed for capital improvements and new construction (cannot supplement the general fund)

2020-2021 - \$4.2 million in cuts

2020 - \$12 million mill levy passed to supplement the general fund



Difference Between a Bond and a Mill Levy Override

	GENERAL OBLIGATION BOND	MILL LEVY OVERRIDE
FUNDING SOURCE	Local property taxes	Local property taxes
ALLOWABLE INVESTMENTS	Acquiring, constructing, and improving capital assets of the district	May be used for operating expenses and capital expenses as ballot language details
TYPES OF INVESTMENTS	New schools, building renovations, purchasing land, equipping/furnishing buildings, and technology	Operating expenses including, but not limited to: program funding, curriculum, teacher pay, and technology

AGE OF SCHOOLS

Year Built	School	Age in 2018	Notes
1949	The Village (North)	69	
1952	Field	66	
1953	Moody	65	
1955	East	63	
1956	Littleton	62	
1958	Centennial	60	
1958	Highland	60	
1959	Euclid	59	
1960	Acoma Building	58	
1961	Peabody	57	
1961	Options at Whitman	57	
1962	Hopkins	56	
1962	Newton	56	
1963	Franklin	55	
1963	Ames	55	
1964	Arapahoe	54	
1967	Sandburg	51	
1968	Goddard	50	
1969	Runyon	49	Remodeled in 2013 bond program
1972	Twain	46	
1972	Heritage	46	
1974	Wilder	44	
1979	Lenski	39	
1981	Powell	37	
1989	Littleton Academy	29	Renovated in 1995; charter school opened in 1996
	Littleton Preparatory		Don't have year built for this facility; they renovated and moved in for the 2013-2014 school year

Demonstrate How Long Replacement Schedules Take

Average School Age Given Various Replacement Schedules				
	2018	2027	2037	2047
1 replacement every year	58	48	30	16
1 replacement every 2 years	58	57	54	52
1 replacement every 3 years	58	60	62	62
1 replacement every 5 years	58	62	67	71
1 replacement every 10 years	58	65	72	79
No replacements	58	67	77	87



Two Years Out

- ❖ Present demographic study to the Board 2 years before you want a question on the ballot.
- ❖ Charge a citizen's Long Range Planning Committee to vet and validate your data and conduct community open houses. This educates the community, provides district with feedback, and creates buy-in. Circle back with the BOE regularly (quarterly if you want). Talk about how the community feedback is incorporated into the thinking.
- ❖ Communicate frequently about the committee's work and findings. Transparency during this process is crucial.
- ❖ Schedule regular budget/investment banker/finance advisory check-ins with the Board and finance advisory committee.
- ❖ Talk about budget realities, what you've already exhausted, options available.



Multi-Year Process

“We have ADA issues. Aging facilities. Thirty percent of our needs were not covered in our last bond. We have small, inefficient elementary schools. Schools cannot look the way they did when we were in school. What should school look like 10, 15, 20 years from now? Do we need another bond to make that happen? The recommendations this group makes to the Board will be controversial and difficult. We have lots of work ahead of us. This is the most important work LPS will do in the next two years.”

*Brian Ewert, LPS Superintendent
Long Range Planning Committee kickoff meeting
April 5, 2017*



Long Range Planning Committee Charge

To review the district physical plant, program capacity, enrollment boundaries, transportation routing, and major capital equipment requirements, and determine what improvements to efficiency, sustainability, and infrastructure needs may be required during the next five to ten years.

One Year Out

- ❖ Facility needs usually are greater than the tolerance for a tax increase.
- ❖ If the market is right and there is a demand for your district's bonds, you may be able to sell at a premium.
- ❖ Some communities look at premium as an additional means to get more work done. LPS used the premium gained in their 2018 sale to build an additional elementary school.
- ❖ Other communities use premium to reduce the initial ask.
- ❖ These options need to be presented to your Board of Education before they adopt the ballot language.
- ❖ Becomes part of your communication strategy - greater incentive to vote in favor of the bond if the district can stretch bond dollars further.

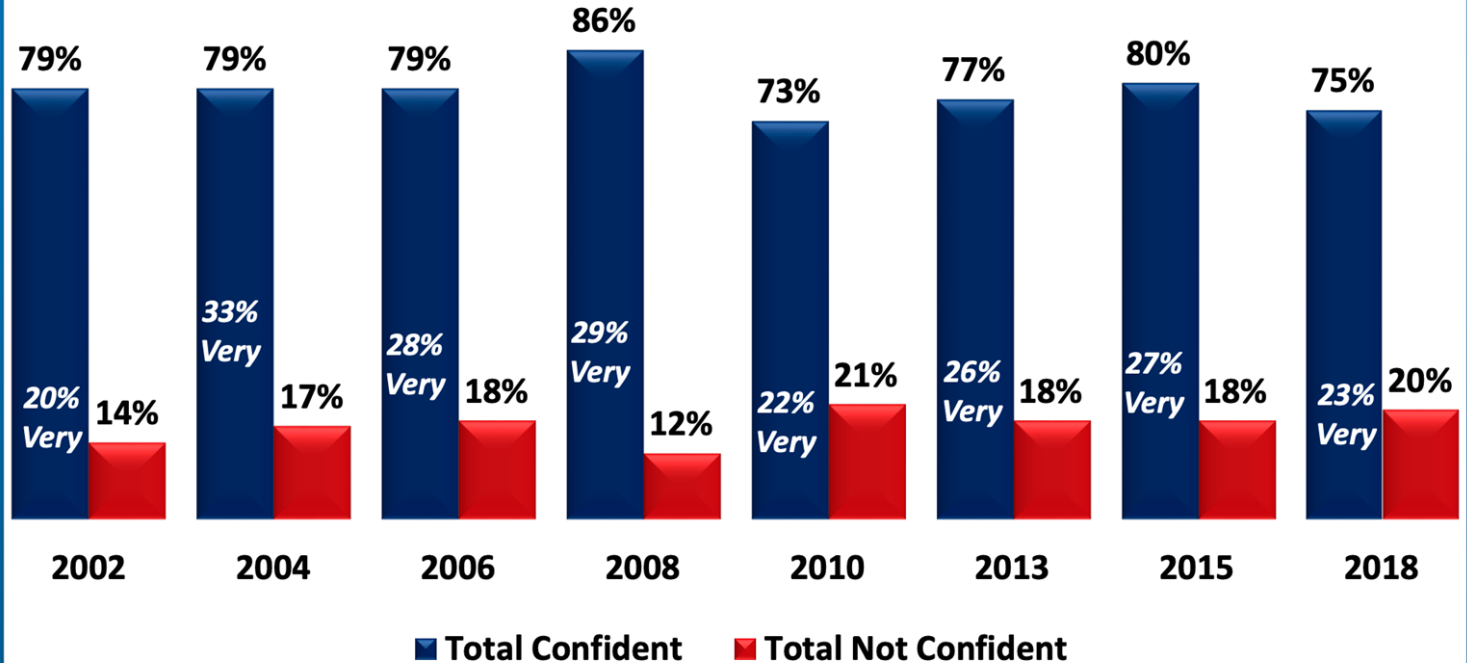


One Year Out

- ❖ Conduct a community survey and present findings to Board in the spring of the election year. It is critical to listen to survey data as well as community feedback. If voters are going in a different direction, prepare to follow. Or, decide to pull the plug. A community survey:
 - Educates likely voters on your issues
 - Measures tolerance for a tax increase
 - Identifies what issues are most important to voters - what will they support?
 - Tests messages and ballot language
- ❖ Involve bond counsel and investment banker in crafting the ballot language you want to test.

Three-quarters are also confident the money they pay in taxes is spent wisely by the district.

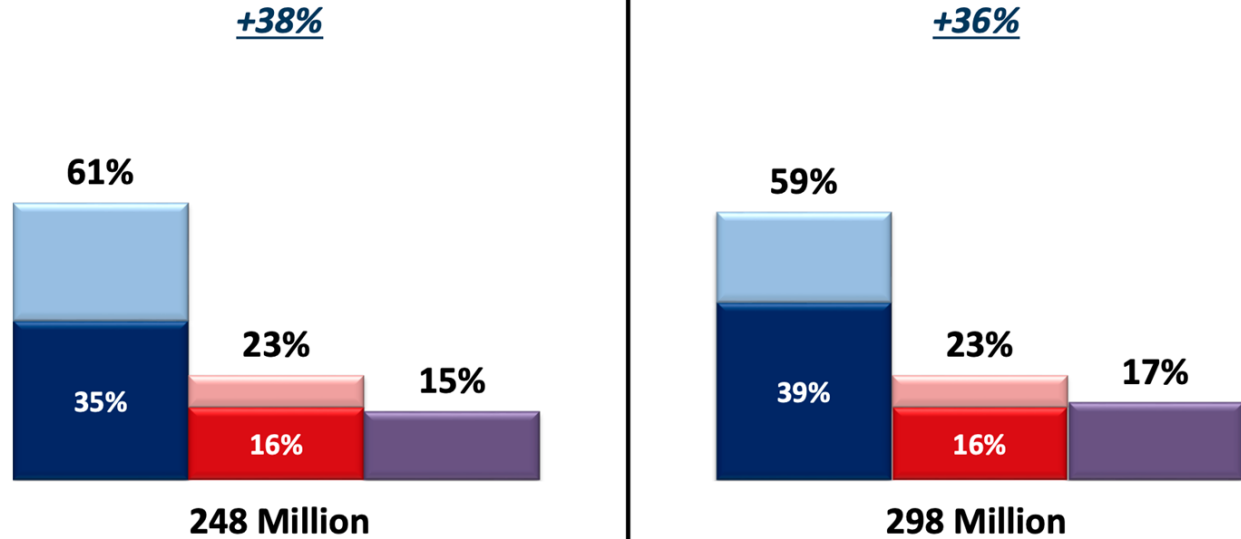
Littleton Public Schools Handling Money - Trend



How confident would you say you are that the Littleton school district handles taxpayer money wisely?

Both the \$248 and 298 million bond measures garner majority support; reactions are statistically the same.

Support for Ballot Measures – Smaller vs. Larger



■ Definitely Yes ■ Probably Yes ■ Definitely No ■ Probably No ■ Undecided

Now there may be a question on the ballot sometime in the future regarding your local school district. Please tell me if the election were being held today and this particular proposal was on the ballot, would you vote YES or NO on this question...

Preparing students for the future and student safety are the most important uses of the new funding.

Proposal Funding Ranked by % Extremely/Very Important

	Extremely Important	Extremely/Very Important
Providing the education that today's students will need for tomorrow's jobs and careers	45%	90%
Maintaining a safe environment where students can learn without worrying about being harmed	51%	86%
Providing every student with an education that includes hands on opportunities in Science, Technology, Engineering and Math, also called STEM programs	43%	84%
Continuing the district's commitment to academic excellence and accountability	40%	83%
Equipping or furnishing school buildings, including, but not limited to, school safety equipment, science, technology, engineering, and math (STEM) equipment	30%	77%
Repairing, renovating, equipping or re-constructing aged school buildings to be more safe, efficient, accessible to all students, including handicapped students, and enable the teaching of the necessary skills for college and twenty-first century jobs	31%	75%
Creating a career and technical education center in partnership with local community colleges and business partners to provide college-level courses and career-focused learning for more students	34%	74%
Improving safety and security at school buildings	39%	72%
Ensure older schools can comply with federal laws for accessibility so students, parents, teachers or visitors who are physically disabled can be in our schools safely	32%	72%
Funding more mental health support for students and families	35%	71%
Provide vocational training for more students	28%	70%
Adding classrooms to provide opportunities for full-day kindergarten at all elementary schools	19%	47%

I'm going to read you some specific things which MIGHT be funded if a proposal is placed on the ballot in the future. Keeping in mind that it is difficult for everything to be equally important, please tell me how important each one of these is to you personally. Is it extremely important, very important, somewhat important, or not very important to ensure funding is dedicated to that purpose?

These messages in favor of the measure tested the best among residents.

Support Messaging Ranked by % Very Convincing

	Very Convincing	Total Convincing
Creating a career center that gets students on the path to earning two-year associate's degrees and quickly moving into the workforce is a great way to reduce the cost of college for students and their families.	53%	83%
The quality of our schools helps maintain the Littleton area's reputation as a great place to live. We want to ensure we continue to have high-performing schools that attract families and the best teachers.	53%	82%
All of Littleton's public schools were built before the Americans with Disabilities Act was passed into law. While schools have been modified where possible, there are many schools where students simply cannot be accommodated. In some cases, students would have to be carried into a classroom to participate in art or music. We need to ensure all schools can accommodate all of our students.	43%	74%
All of Littleton's public schools were built before the Americans with Disabilities Act was passed into law. While schools have been modified where possible, some older schools have too small bathrooms or corridors to accommodate these students on a daily basis, much less in an emergency. We need to ensure all schools can accommodate all of our students.	39%	80%

I am going to read you some arguments that people have made IN FAVOR OF the school funding measure. After I read each one, please tell me whether the argument is very convincing, somewhat convincing, not too convincing or not at all convincing as a reason to vote YES, IN FAVOR OF possible school funding measure...



One Year Out

- ❖ Long Range Planning Committee presents findings to Board of Education and makes a recommendation to place a bond question on the November ballot. (early August of election year). Include in this recommendation the formation of a Citizens Bond Oversight Committee.
- ❖ Engage bond counsel to make sure ballot language is legal.
- ❖ Board of Education votes to place a bond on November ballot—recommend taking this vote in August of the election year.



Considerations

- ❖ Timing of election – on a Board of Education election year, a presidential election year, etc. Depends on your community.
- ❖ Timing of BOE decision – message from district is restricted once Board votes.
- ❖ Citizens' committee has been raising money already.
- ❖ Timing of community surveys – not when they are upset about something else or there is controversy.
- ❖ Do you have the trust of your community to go for a bond?



One Year Out: Communication Strategy

Superintendent and Board member “go on the road.” It can be a “state of the district” update and progress of the citizens’ committee.

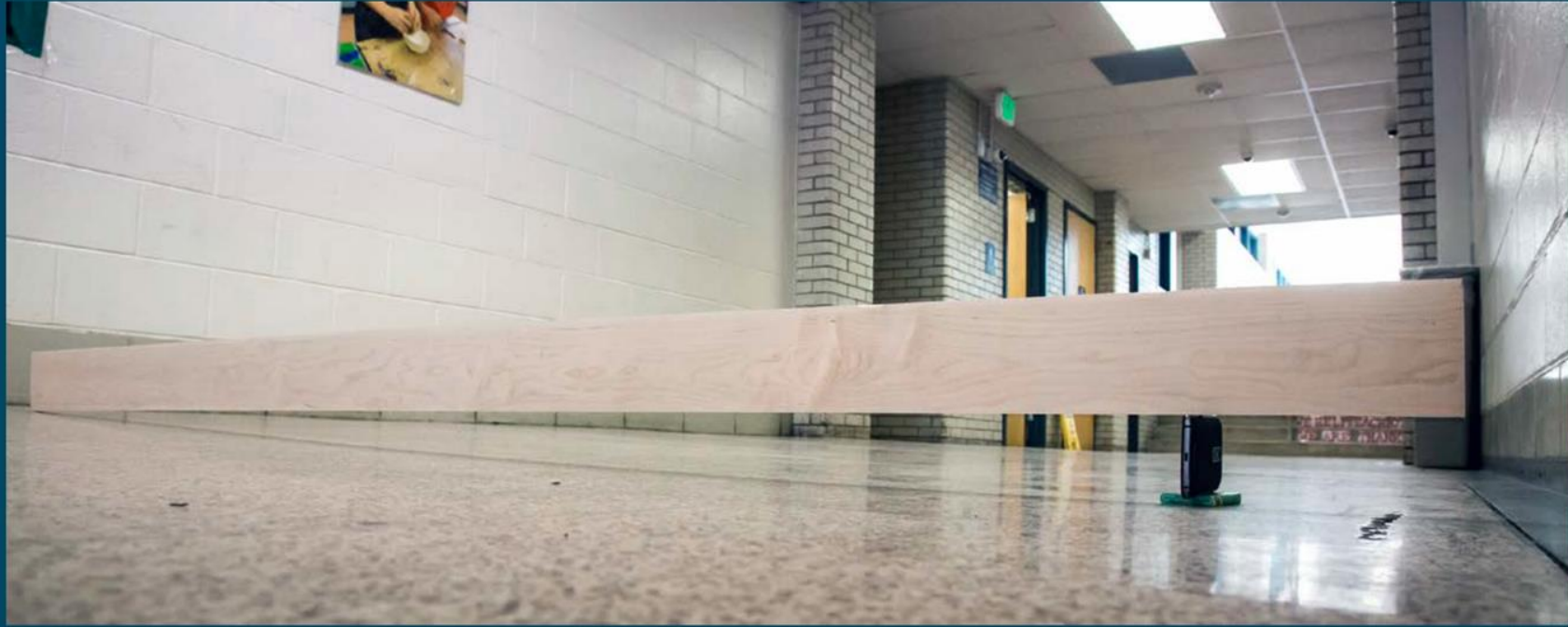
- ❖ Present to every school employee group, parent group, senior citizen’s group, student leadership, Rotary, etc.
- ❖ Use the big points from data gathering phase.
- ❖ Use pictures to demonstrate your point.
- ❖ Demonstrate that you know what your students/staff need in your schools, you know how much money it takes, and you have a realistic plan.
- ❖ Provide opportunity for conversation, questions, feedback. Have someone taking notes. Get back to those who have questions. Have the Board discuss this feedback at a Board meeting.
- ❖ Use district website as the “library” for all the details. Make it easy to find and understand.



One Year Out: Communications Strategy

- ❖ Factually communicate highlights of survey data and the findings of your Long Range Planning Committee in all ways available to you.
- ❖ Continue to build out district website with data, photos, etc. Include a chart of how you will spend the money. Something for everyone!
- ❖ Include in school newsletters.
- ❖ Keep discussing it at every Board meeting.
- ❖ Listen closely to feedback of business owners, retired residents, staff members, and parents. If there is a theme emerging either in support of a bond or in opposition of the bond, you need to know that. It's not too late to adjust accordingly!

Concerns at Newton Middle School: Failing Foundation (unrecoverable)



Failing
playground
equipment,
ADA swings,
and fields
(East and
Highland)





Passage of a \$298 million bond in LPS would cost homeowners \$29-\$49 annually for every \$100,000 of residential actual value.

For example, a home with residential actual value of \$400,000 would see a property tax increase of \$116-\$196 annually.





Considerations

- ❖ Who to put on community committee; include naysayers and watchdogs; keep admin and Board members off of it.
- ❖ Important to include a Citizens' Bond Oversight Committee for accountability – “promises made, promises kept.”
- ❖ Superintendent and a Board member should be “the faces and voices.” Tons of face-to-face presentations, coffees, interviews, etc. Honest. Truthful. Approachable.
- ❖ How to take advantage of a bond program manager/in-house.



Why Owner's Rep or Program Manager?

- ❖ Owner's Representative – will represent the owner and work directly with a program management group or architects and contractors.
- ❖ The Owner's Representative(Project Manager) will use integrated construction management systems and procedures to manage the project from programming design, construction and close out.
- ❖ Program Management - Team will work with district personnel to manage entire bond program. Program Management is the application of construction management to large, complex, or multiple capital improvements projects.

Why Program Management vs. Owner's Representative Regardless of District Size

Program Management

Multiple projects
Additional skillsets
More complex



Budgeting, Estimating
Scheduling,
Procurement, Inspection



Project Management

Single project
Sequential phases
Smaller Scope
Less Complex

Program Manager Oversees

- ❖ Time Management
- ❖ Cost Management
- ❖ Funding/Cash Flow
- ❖ Claims Management
- ❖ Drawing Record Keeping
- ❖ Quality Management
- ❖ Document Control
- ❖ Management Reporting



109_DALLAS_ISD_1

Project Manager Oversees

- ❖ Time Management
- ❖ Cost Management
- ❖ Project Scope Management
- ❖ Project Quality Management
- ❖ Contract Administration
- ❖ Scope to Budget Validation



Who We Worked With

Demographic Study

Shannon Bingham - binghams@earthnet.net
303-823-0165
Western Demographics

Investment Bankers

Dan O'Connell - dan.oconnell@rbccm.com
303-595-1222
RBC

Amy Canfield - canfielda@stifel.com
303-291-5362
Stifel

Program Management & Capital Needs Assessment

Jacobs

Community Survey

Lori Weigel
New Bridge Strategies

Bond Counsel, Ballot Language

Kim Crawford - Kim.Crawford@butlersnow.com
720-330-2354
Butler/Snow



LPS Examples

[Capital Needs Assessment Report](#) (from 2013 bond; was used again to inform LRPC prior to 2018 bond)

[Demographic Study Report](#)

[Long Range Planning Committee Website](#)

[Long Range Planning Committee Report](#)

[Superintendent Roadshow](#)

[2018 Local Bond Issue 4A Q&A Fact Sheet](#)



LPS Examples

[Bond Financing Models \(with Amendment 73, without A73\)](#)

[Community Survey Results Presentation](#)

[Pre Election 2018 Bond Website](#)

[2018 November Election Explainer Video](#)

[Press Release – LPS Board places bond issue on November ballot](#)

[Post Election 2018 Bond Progress web content](#)



BEST Grant Information

- ❖ How to get one - review your needs and contact the BEST representative
- ❖ CDE [BEST grant evaluator tool](#)
- ❖ What you can use it for
- ❖ Decide if you want to apply for a BEST grant before your election or after

Summary

“LPS created a forward-thinking, visionary roadmap for the future that resonated with our community. We need to start rebuilding the district’s capital infrastructure, and our taxpayers have agreed that the time is now. This bond has something for everyone; every LPS student will benefit. I cannot stress enough the dramatic impact of Bond Issue 4A passing. It will literally change the face of LPS for decades to come.”

-Brian Ewert, Superintendent



tinyurl.com/LPS50yearplan



Questions?

